

Practical Hints and Examination Papers.

The primary principle of education is the determination of the pupil to self-activity; and that teacher who fully recognizes the active agency of the pupil's mind in acquiring knowledge and experience, and in applying them to the affairs of every-day life, will be the most useful to her pupils. In the training of youthful minds we regard *formation* as of more importance than *information*, the *manner* in which work is done as of greater consequence than the *matter* used in the work. All true education is *growth*, and what we grow *to be* concerns us more than what we live *to know*. Plato has profoundly defined man, "the hunter of truth;" for in this chase, as in others, the *pursuit* is all in all, the *success* comparatively nothing. We exist only as we energize: *pleasure* is the reflex of unimpeded energy; energy is the mean by which our faculties are developed; and a higher energy the end which their development proposes. In *action* is thus contained the existence, happiness, improvement, and perfection of our being; and knowledge is only previous, as it may afford a stimulus to the exercise of our powers and the condition of more complete activity.—*Sir William Hamilton.*

—Nothing is more of a trial to the self control and patience of a teacher than an angry or unreasonable parent. Few indeed are the teachers that have not had more or less unpleasant experiences with such. Those are the times that test the quality of a man. If he loses his temper, he has lost his case with the parent. Nothing that he can do will alter the unfavorable impression such an exhibition makes. If he wishes to keep the upper hand he must have his temper in tight rein. There is no question but he has ample cause to be exasperated at the attitude that parents often assume, but that is no reason why he should give way to his feelings. Parents, it may always be safely assumed, are prejudiced in favor of their own children, and usually have only the child's version of whatever the difficulty may be. It is the teacher's business to convince the parent that he is perfectly impartial, and that his motives are unbiased and animated by a regard for the child's welfare. A teacher in a rage cannot do this, whereas if he is cool, dignified and firm, he can soon convince the parent—unless he is a wholly unreasonable person—that he is in the right.

—If there could be some means of educating parents up to a certain standard of co-operation with the teacher, it would not be a bad idea for either school or home. Teachers suffer much injustice from parents for the simple reason, that they regard any correction of their offspring, or any information concerning them that is not of a complimentary or satisfactory nature, as evidence of the teacher's partiality or inefficiency. It is a hopeless task to right this impression often times, and it is useless to expect a change. Argument is wasted effort. Personal interviews be-